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ABSTRACT

This curriculum package on understanding organizational culture is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for understanding industrial culture; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on teaching workplace trainers to understand the culture of an industry or company in order to conduct more effective training programs. (KC)

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ED 424 479

Train-the-Trainer: Understanding Industrial Culture (TT3)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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TEL: (334) 393-ESJC extension 226
FAX: (334) 393-6223

"UNDERSTANDING INDUSTRY CULTURE"
Workshop Schedule

Thursday, January 18: Location - Career Development Center, ESJC Student Center

Facilitators: Ms. Susan Steck, Project Director
Ms. Wanda Flowers, Curriculum Specialist

8:30 Welcome
1. What culture(s) do you represent?
2. Share information from worksites

9:15 Topic I - "What is Organizational Culture"

10:00 Break

10:15 Videotape - "In Search of Excellence"

11:00 Topic II - "Factors that Affect an Organizational Culture"

11:45 Lunch

12:30 Card Game

1:00 Evaluation of Card Game

1:10 Break

1:20 Panel Discussion..... HR Representatives & ATMA Representative
Ms. Toni Kaminski, Pridecraft Enterprise
Ms. Shelia Padgett, Shaw Industries
Ms. Becky Dunn, ATMA
Mr. Bob Dettmar, CMI

2:15 Workshop Evaluation

2:30 Professional Staff Evaluation..... Dr. Judy Miller

Objectives:

As a result of this workshop, workplace literacy staff will be able to:

1. Define organizational culture;
2. Identify the components of an organization's culture;
3. Examine factors that affect an organization's culture;
4. Assess the organizational culture at their worksite;
5. Synthesize the relationship between the worksite culture and the training and education program.

Module: Understanding Industry Culture
Job Title: Workplace Literacy Instructors

Author: Wanda Flowers

General Instructional Objective: To develop an awareness of industrial culture
Overall Time: 8 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
1. Pre-inservice	2 hrs.	**1.1 Pre-inservice Activities**: • Write a paragraph concerning one great thing happening at the worksite. • Read selected passages concerning organizational culture. • Develop personal definition of organizational culture. • Find a story that illustrates the organizational culture of the worksite.	Memorandum Activities Letter	Completed activities used during the workshop
2. Motivation	1.25 hrs.	**2.1 Motivational Activities**: • What culture(s) do you represent? • Share information from worksites. • Administer Preview.	Paragraph description from Pre-inservice Activities Preview	Review Preview at end of workshop
3. Define organizational culture	10 min.	**3.1 Instructional Activity**: Group Activity: Define organizational culture	Pre-inservice Activities Flip Chart/Markers	List of key terms Group definition

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min.	**3.2 Instructional Activity**: Mini-Lecture: What is organizational culture?	"Culture" - Handout	
4. Identify the components of an organization's culture	10 min.	**4.1 Instructional Activity**: Mini-Lecture: Components of Organization Culture	"Components of Organizational Culture" - Handout "Cultural Components" - Handout	
	1 hr.	**4.2 Instructional Activity**: Applied Practice: Play videotape to identify components	Peter, T. (1982). In Search of Excellence. Harper & Row "Organizational Culture Components Table" - Handout	Completion of table - rows one (1) - four (4)
5. Examine factors that affect an organization's culture	20 min.	**5.1 Instructional Activity**: Group Activity: Analyze factors from instructor's worksite	"Organizational Culture Components Table" - Handout	Completion of table - row five (5)
	10 min.	**5.2 Instructional Activity**: Group Activity: Generate list of factors	Flip Chart/Markers	Creation of list
	5 min.	**5.3 Instructional Activity**: Group Discussion: Compare generated list to "Organizational Culture Factors" Handout	"Organizational Culture Factors" - Handout Generated list from 5.2 Instructional Activity	Consensus on factors
	10 min.	**5.4 Instructional Activity**: Applied Practice: Instructors share cultural stories from Pre-inservice Activities.	Pre-inservice Activities	Instructor's ability to identify cultural factors

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	30 min.	**5.5 Instructional Activity**: Applied Practice: Organizational Factors Card Game	3" by 5" Index Cards with Factors "Organizational Culture Card Game" - Handout "Organizational Culture Factors" - Handout	Instructor's ability to obtain top five factors
	10 min.	**5.6 Instructional Activity**: Group Discussion: Card Game Evaluation	Flip chart/Markers	Instructors answers to facilitators questions
6. Assess the organizational culture at the worksite. Synthesize the relationship between the worksite culture and the training and education program.	1 hr.	**6.1 Instructional Activity**: Group Discussion: Panel discussion with questions and answers period.	Human Resources Representatives Educational Business and Industry Coordinators "Questions to Assess Organizational Culture" - Handout "Culture and Training" - Handout Letter to Human Resources Manager	Instructor participation
7. Closure	10 min.	**7.1 Closure**: Administer Review.	Review	Completion of Review
	5 min.	**7.2 Evaluation**: Evaluate workshop.	Enterprise State Junior College Short Course Evaluation Form	Completion of Evaluation

Lesson Plans

1.1 Pre-inservice Activities - 2 hrs.

Prior to the workshop, instructors were mailed activities to complete for the workshop. Completed activities are used at the workshop. These activities were designed to help instructors conceptualize organizational culture. Instructors were to prepare the following (see Memorandum and Pre-inservice Activity):

1. Write a paragraph concerning one great thing happening at the worksite.
2. Read selected passages concerning organizational culture.
3. Develop personal definition of organizational culture.
4. Find a story that illustrates the organizational culture of their worksite.

2.1 Motivational Activities - 1.25 hrs.

A. Group Discussion - 30 minutes

Facilitator conducts a group discussion entitled "What culture(s) do you represent?". Each instructor describes the cultures in which they are currently members, or cultures in which they previously were members. Each instructor should state his/her name and the institution (worksite and/or educational institution). After all instructors have stated their culture(s), facilitator emphasizes that daily everyone interacts with various cultures as exemplified through each instructor's statements. Just as we deal with culture in our daily life, an organization has its own culture. Therefore, instructors must learn to recognize the existence of this culture and its contributing factors. This activity is designed to introduce instructors and to initiate conceptualization of culture.

B. Group Activity - 30 minutes

Using information completed in the Pre-inservice Activity, instructors are to share something great that is happening at their worksite. This activity is used to help relax instructors as well as to help instructors recognized the impact of organizational culture in the workplace.

C. Administer Preview - 15 minutes

Facilitator administers Preview to instructors. Correct answers are not reviewed at this point. The same instrument is used as a review. Facilitator should wait to discuss answers after the Review is administered.

3.1 Instructional Activity - 10 minutes

Facilitator divides instructors into groups. Using definitions from Pre-inservice Activity, each group develops a definition for culture. Each group presents their definition to all instructors. As each group presents, the facilitator records key terms on a flip chart. Using key terms, facilitator develops whole group definition of culture.

3.2 Instructional Activity - 10 minutes

Using the handout, "Culture" (facilitator may wish to also use this handout as a transparency), discuss various definitions for organizational culture. Compare definitions on the handout to the definition developed by entire group. Identify terms in which the definitions on the handout have in common such as **shared** and **pervasive**. State that the fifth definition is used by the U.S. Accounting Office and is the one the workshop will adopt. Reason for adopting the fifth is that the terms **underlying** and **shared** captures the true meaning of culture. Emphasize to instructors that by understanding culture, a person obtains a "true" view or picture of the organization.

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4.1 Instructional Activity - 10 minutes

Facilitator conducts a mini-lecture concerning "Components of Organizational Culture." Using the handout, "Components of Organizational Culture" (facilitator may wish to also use this handout as a transparency), discuss the components. Define components as "forms that are observable entities; actions through which members express, affirm, and communicate the substance of their culture." Identify the five components: symbols, language, narratives, practices, and management style. Discuss examples of each component using handout, "Cultural Components." Emphasize that most of the components are unwritten, but enforced, rules or practices. Conclude with stating that the best way to diagnose culture is through observation or asking questions.

4.2 Instructional Activity - 1 hour

Distribute the handout, "Organizational Culture Components Table." Instruct instructors to identify cultural components in each of the four companies as they watch the videotape, "In Search of Excellence." Facilitator pauses the videotape at the end of the segment for each company in order to allow instructors to record components onto the table. After recording information for the fourth company, facilitator randomly asks instructors to state components identified for various companies in different categories. Facilitator briefly discusses the impact of these factors on organizational culture.

5.1 Instructional Activity - 20 minutes

Using the handout, "Organizational Culture Components Table," instruct each instructor to complete the fifth item, "Your Worksite," allocating ten (10) minutes. Randomly select instructors to share items. Discuss the manifestation of these factors in the organization's culture.

5.2 Instructional Activity - 10 minutes

Ask instructors to brainstorm and state underlying characteristics (factors) that contribute to cultural components. Facilitator starts the list by stating factors such as communication or type of employee (record factors on a flip chart). Explain that factors are specific characteristics that impact culture.

5.3 Instructional Activity - 5 minutes

Distribute the handout, "Organizational Culture Factors." Ask instructors to compare the generated list to the handout. Analyze if all factors from the handout were stated. Evaluate suggested factors from instructors that were not listed (determine whether to add the factor or if the factor could be grouped with one listed). Discuss each factor including the positive/negative impact the factor may have on culture.

5.4 Instructional Activity - 10 minutes

Ask all instructors to share stories from worksites that illustrate culture from Pre-inservice Activity. Instruct instructors to identify components and factors in each story.

5.5 Instructional Activity - 30 minutes

Prior to the workshop, using one side of a 3" x 5" index card in large print, print one factor from the handout "Organizational Culture Factors," per card. The goal is to create a deck of playing cards using the seventeen (17) factors. A complete deck consists of three (3) sets (3 x 17 = 51 cards) of factors. During the workshop, divide instructors into groups of four (4) players. Distribute card game rules and a complete deck of playing card. Ensure that all instructors understand the rules and the objective of the game. The objective is to be the first player to obtain what he/she perceives to be the top five factors. The purpose of this game is for instructors to evaluate and weigh the impact of factors on culture.

5.6 Instructional Activity - 10 minutes

Evaluate the implications of the card game by randomly asking instructors the following questions:

- What kind of company will you have?
- How did you choose the most important factors?
- What did you do to obtain the factors you wanted?

Determine top five factors by obtaining instructors' consensus. Record ranking onto the flip chart.

6.1 Instructional Activity - 1 hour

Conduct a panel discussion. While arranging the room for the discussion, distribute handouts, "Questions to Assess Organizational Culture" and "Culture and Training" for instructors to read. The panel should be composed of Human Resources Managers and/or Educational Business and Industry Coordinators (restricted to four members because of time). Prior to the workshop, panelists were mailed an outline (see the letter to HR Manager). Panelists were asked to discuss the following:

- Future direction of your company/industry.
- Challenges & Opportunities for your company/industry.
- Internal/External Factors on Industry Culture (Select top five from factors list).
- State the top five factors that have an impact on your industrial culture.
- How do education and training programs fit into your company?

Allocate five minutes for each presentation. After all presentations, allow instructors an opportunity to question panelists. Facilitator may choose to begin discussion by asking a few prompting questions (these questions should be used to also continue discussion):

- Does culture determines the objectives of a training program?
- In your plant/industry, what is the best means to diagnose/assess culture?
- Does your worksite utilize symbols? If so, name a few symbols, and describe their meaning.
- Give an example of jargon used in your plant/industry.
- Does organizational structure or management style influence culture in your organization?
- Response to the handouts, "Questions to Assess Organizational Culture" and "Culture and Training".

7.1 Closure - 10 minutes

Administer Review allowing instructors seven minutes to complete. Review answers.

7.2 Evaluation - 5 minutes

Ask instructors to complete Enterprise State Junior College Short Course Evaluation Form.

Note - facilitator should pause periodically to allow instructors to evaluate activities and record remarks onto IEP page.

ENTERPRISE STATE JUNIOR COLLEGE

Your Investment in Excellence

Workforce 2000 Partnership

memorandum

TO: Workforce 2000 Partnership Instructors
Site Coordinators

FROM: Susan Steck, Project Director Susan

DATE: December 6, 1995

SUBJECT: Staff Development Workshop

As you know, we will hold our third staff development workshop at Enterprise State Junior College on January 18 from 8:30a - 2:30p. The workshop will be followed by the project steering committee meeting from 3:00p until 4:00p.

You will be reimbursed from project funds for your mileage, meals, and motel expenses. Your Site Coordinator will provide you with more information about restrictions and arrangements.

It is important that you bring the following with you to the inservice:

1. Sign-off form for the Evaluation Plan (if you have not already mailed it)

2. A one-paragraph description of a great thing going on at your worksite. You might tell us about an activity you are using in one of the classes, a recruitment or retention method, something the industrial partner does to make things go well at your site, etc. This paragraph will serve two purposes. First, it will be the basis for what you will share during the inservice, and, second, it will give us some ideas for our newsletter.

3. Completed pre-inservice activity (enclosed)

Also enclosed is a registration form for the workshop (with an order form for that day's lunch). Please complete it and return it to me right away.

I'm looking forward to seeing you on the 18th. *Happy Holidays!*

SS

ENCL: Pre-inservice Activity
Registration Form

P.O. Box 1500 • Enterprise, Alabama 36331 • (205) 347-2623

WORKFORCE 2000 PARTNERSHIP
PRE-INSERVICE ACTIVITY

What is an Organizational Culture?

Alan L. Wilkins, a leading authority on organizational cultures today, explains why learning a culture is so important for new employees:

> For the new employee, learning the organization is like learning how to fit in and avoid major blunders in a foreign culture. When traveling in a foreign country, it is of course useful to have a map which shows you how to get from one place to another. However, avoiding social blunders and really understanding the foreign culture requires another kind of map-a social map. You need to know how to get where you want to go socially...
>
> Shortly after starting a new job, most new employees learn that the policy handbook and the standard operating procedures only go so far. New employees soon learn that there are exceptions to the rules. Some rules can be violated without great repercussions and others are sacred. Even more important, the new employee learns that certain ways of thinking and acting (we are a "conservative company," "look busy," "don't kill a new product idea") are really more important to know than rules.

How would you define an organizational culture? Use your own words. DON'T look it up or ask the "resident expert". This definition is just to get you started thinking about our topic.

_____

_____

_____

Culture Counts![1]

> In 1982, seven people in the Chicago area died from cyanide poisoning resulting from taking Tylenol, a well-known analgesic. The Tylenol capsules had been tampered with by a person or persons whose motive and identity have never been established. At the time, Tylenol was the most successful over-the-counter analgesic in the United States. Tylenol was manufactured by McNeil Consumer Products Company, a subsidiary of Johnson & Johnson.

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[1] *INFO-LINE. Organizational Culture.* American Society for Training & Development, Alexandria, VA. April 1993, pg. 1.

Johnson & Johnson assumed full responsibility for the tragedy. It stopped all advertising and manufacturing of the product; recalled all packages from stores in affected areas; investigated the production process; established hotlines for the media, consumers, doctors, and its own employees; and called in federal government agencies. Johnson & Johnson withdrew and destroyed millions of Tylenol capsules and began to design and develop tamper-resistant packaging for its over-the-counter medicines. Estimated costs of this line of action range from $100 to $250 million.

Against the advice of the advertising and investment communities, Johnson & Johnson reintroduced Tylenol in tamper-resistant packaging. By the spring of 1983, the product had regained 90 percent of its market share. In a *Washington Post* editorial, Johnson & Johnson was cited as a "company willing to do what's right regardless of cost."

In the wake of the initial disaster, Johnson & Johnson had three possible responses:

- To stonewall
- To be evasive while conducting an investigation
- To be open and cooperative with the media, customers, federal and state investigatory agencies, healthcare providers, and anyone else who might be interested in the story.

The corporation's assumption of full responsibility for the product relied on its corporate culture as both a "line of defense and strategy of response," notes Lawerence Schein. One Johnson & Johnson executive said that "Given our culture heritage, we could not have acted any differently."

Based on this legend, it's obvious that the culture of an organization can have far-reaching effects on both everyday life in the workplace, decision making, and crisis management. Talk to the employees at your worksite and find a story that seems to represent the organizational culture -- be sure it's okay to share this story! Write a brief description of the story below.

_____

_____

_____

_____

Understanding Industrial Culture
Preview/Review

Multiple Choice

_____1. Organizational culture is best defined as
a. A collection of stories about an organization
b. A set of shared beliefs, underlying assumptions, attitudes, and expectations
c. A set of policies and practices that directs an organization
d. A collection of symbols that describes an organization

_____2. Department logos are examples of
a. Cultural Components
b. Cultural Factors
c. Cultural Diversity
d. Cultural Practices

_____3. The relationship between training programs and culture
a. Culture determines the objectives of a training program
b. Training programs determine culture
c. Training programs are vehicles for disseminating culture
d. Training programs do not affect culture

_____4. The best way to assess an organization's culture is through
a. Observation
b. Company Handbook
c. Co-worker and/or Supervisor
d. Job Announcements

5. List five factors that affect an organization's culture

1. _____
2. _____
3. _____
4. _____
5. _____

Mark the correct response:	**Yes**	**No**
6. I can define organizational culture.	X	
7. I can identify components of organizational culture.	X	
8. I know several factors that affect an organization's culture.	X	
9. I have the tools to assess the culture at my worksite.	X	
10. I am aware of the relationship between culture and education and training programs.	X	

CULTURE???

1. "Way we do things around here"

2. "Shared meanings that govern the nature of labor-management relations, the types of people hired, performance and promotion criteria, rewards and censure, work climate, and management style"

3. "A set of pervasive values, norms, and attitudes"

4. "Set of important assumptions about the organization and its goals and practices that members of the company share"

5. "Underlying assumptions, beliefs, attitudes, and expectations shared by an organization"

Components of Organizational Culture

Cultural Components

Symbols
- Logos
- Signs
- Pictures
- Uniforms
- Setting/Workplace Layout
- Insignias

Language
- Jargon, slang
- Metaphors
- Slogans
- Gestures
- Humor
- Grapevine
- Written Info:
  - Handbook
  - Mission Statement
  - Ethical Codes

Narratives
- Stories
- Legends
- Sagas
- Myths

Practices
- Rituals
- Taboos
- Rites
- Ceremonies

Management Style
- Father-Founder
- Bureaucracies
- Participative
- Professional
- Managerial-Entrepreneurial

ORGANIZATIONAL CULTURE COMPONENTS TABLE

	PRACTICES	LANGUAGE	NARRATIVES	SYMBOLS	MANAGEMENT STYLE
DISNEY					
STEWART LEONARD'S GROCERY STORE					
3M					
APPLE					
YOUR WORKSITE					

ORGANIZATIONAL CULTURE FACTORS

1. Individual Autonomy
2. Organizational Structure
3. Education/Training
4. Company Philosophy/Mission
5. Tolerence
   a. Conflict
   b. Risk
6. Attitude Toward Change
7. Company Morale
   a. Employee
   b. Management
8. Company Practices & Policies
9. Concern for People
10. Communication
11. Product Line
12. Commitment
    a. Company
    b. Employee
13. Teamwork
14. Type of Employees
15. Hours of Operation
16. Informal/Social Groups
17. Groups/Individuals Outside the Organization

Organizational Culture Card Game

Rules:

1. Group of 4 players
2. Each group given 3 sets of factors
3. Each person is dealt 7 cards by a dealer chosen by the group
4. Remainder of cards creates draw pile
5. Top card placed face up on table
6. Each player is to select the top five factors from list (distributed) - objective of the game: to possess top five factors before your opponent
7. Player may trade off duplicate factors or least desirable factor to obtain desired (top) factors - (if player receives duplicate of top factors, player should keep the duplicate)
8. Trade off:
    a. Process is clockwise from dealer
    b. Player may ask any player for desired factor; if no one is willing to trade, player chooses a factor (card) from draw pile placing undesired factor (card) on table top face up
    c. **No Passing - player must either trade or draw**
9. Trade off continues for 3 rounds

QUESTIONS TO ASSESS ORGANIZATIONAL CULTURE

1. What is the background of the founders and others who have followed them? Knowing something about the founders and the ideas they laid down in their organizations helps clarify our understanding about those organizations.

2. How does the organization respond to crises and other events and what has been learned from these experiences? Focusing on stressful events helps us understand how particular assumptions came to be formed and something about the ordering of cultural assumptions.

3. Who are considered deviant in the culture and how does the organization respond to them? Deviants define the boundaries of cultures and understanding them helps us decipher cultures.

4. What are the people in the organization like to work with? Such a question seeks a general understanding of the organization's members.

5. What is done to help a person along once he starts working in the organization? This question addresses the mechanims of socialization, training, etc.

6. What does it take to do well in the organization? This question reveals performance necessary to get along well in the organization.

7. What are the mechanisms for finding out how one is performing in the organization? This question reveals something about performance and other feedback mechanisms.

8. How does one find out what is really going on in this organization? Answers to this question will reveal communication strategies and the existence of trust.

9. How does the organization make use of employee experience? Answers reveal something about how individual creativity is used, and the degree to which individuals participate in important organizational activities.

10. If the organization stopped doing some of the things it now does, what wouldn't change? Answers reveal critical organizational activities and functions.

11. What outside groups does the organization pay attention to? Answers reveal the extent and nature of the organization's dependencies.

12. What must the organization do particularly well? Critical organizational workings are uncovered by responses to this question.

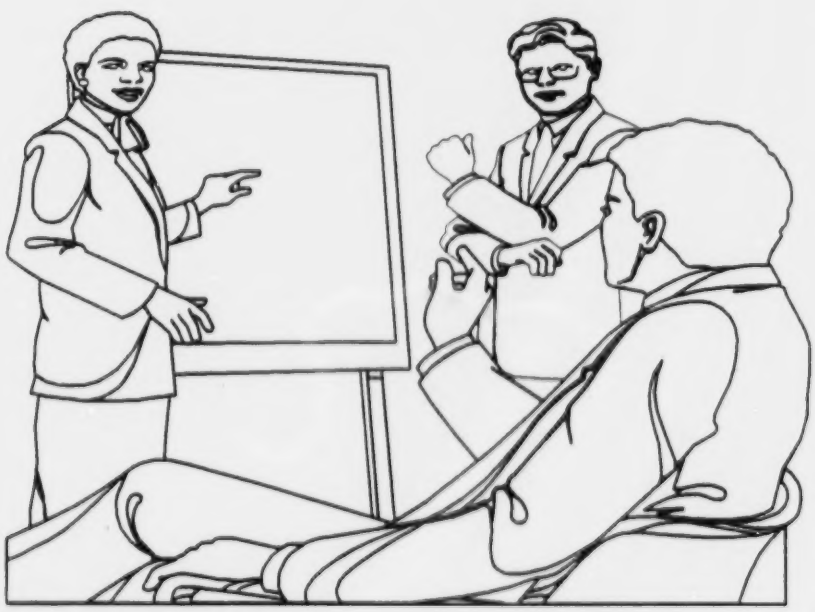
13. How does one sell a new idea in this organization and who needs to be sold? Key decision makers are identified as is responsiveness to new ideas by answers to this question.

14. What are important strategies and tactics for getting things done in this organization? Political machinations and informal workings of an organization are addressed in answer to this question.

Source: V. Sathe, *Culture and Related Corporate Realities* (Homewood, IL: Irwin, 1985), *passim* (see especially pp. 19-20). Copyright 1985 by Vijay Sathe. Reprinted by permission of the author.

CULTURE
&
TRAINING

Training has a specific and unique role in the maintenance or manipulation of culture: Many corporate values and beliefs are disseminated through training programs, through orientation programs and systems that new employees are "socialized"- first introduced to the organization's culture.



Source: Darraugh, Barbara. April 1993. INFO-LINE Organizational Culture. American Society for Training and Development.

ENTERPRISE STATE JUNIOR COLLEGE
Your Investment in Excellence

January 5, 1996

Human Resources Manager
Company Name
Company Address
City, State Zip

Dear Human Resources Manager:

Thank you for agreeing to participate in the Workforce 2000 upcoming workshop on January 18, 1996 entitled "Understanding Industry Culture". To help you understand the purpose and goals of the workshop, I have enclosed:

1. Schedule
2. Objectives
3. Memo and Pre-inservice Activity sent to Instructors
4. Handouts

You and other HR representatives from our industry partners will participate in a panel discussion that begins at 1:20 p.m. For the panel discussion, I would like you to participate as follows:

1. Present a five minute introduction of your industry which includes (but not limited to):
   a. Future direction of your company/industry
   b. Challenges & Opportunities for your company/industry
   c. Internal/External Factors which influence your industrial culture
   d. State the top five factors that have an impact on your industrial culture
   e. How do education and training programs fit into your company?
2. Participate in a Questions and Answers Period that initiates from the enclosed handouts:
   a. "Questions to Assess Organizational Culture"
   b. "Culture & Training"

Again, thank you for your support. Susan and I are planning an exciting, but very informative workshop. I look forward to seeing you on January 18th. If you have any questions, please call me at 347-2623 ext. 287 or Susan Steck, ext. 226.

Sincerely,

Wanda Flowers
Curriculum Specialist

Enclosures

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P.O. Box 1100 • Enterprise, Alabama 36331 • (205) 347-2623

Understanding Industrial Culture
Preview/Review
Key

Multiple Choice

_____1. Organizational culture is best defined as
- a. A collection of stories about an organization
- **b. A set of shared beliefs, underlying assumptions, attitudes, and expectations**
- c. A set of policies and practices that directs an organization
- d. A collection of symbols that describes an organization

_____2. Department logos are examples of
- **a. Cultural Components**
- b. Cultural Factors
- c. Cultural Diversity
- d. Cultural Practices

_____3. The relationship between training programs and culture
- a. Culture determines the objectives of a training program
- b. Training programs determine culture
- **c. Training programs are vehicles for disseminating culture**
- d. Training programs do not affect culture

_____4. The best way to assess an organization's culture is through
- **a. Observation**
- b. Company Handbook
- c. Co-worker and/or Supervisor
- d. Job Announcements

5. List five factors that affect an organization's culture

1. See "Organizational Culture Factors" Handout
2. _____
3. _____
4. _____
5. _____

Mark the correct response:	**Yes**	**No**
6. I can define organizational culture.	X	
7. I can identify components of organizational culture.	X	
8. I know several factors that affect an organization's culture.	X	
9. I have the tools to assess the culture at my worksite.	X	
10. I am aware of the relationship between culture and education and training programs.	X	

WORKFORCE 2000 PARTNERSHIP (IEP)

Name of Course: Understanding Industrial Culture
Date of Course: _____

Name: _____
Employer: _____

GOAL	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• **Improve skills for current job**	Define organizational culture	1. State Cultures 2. Share Information from Worksites 3. Develop Group Definition for Culture 4. Conduct Mini-Lecture on Culture Defined			
• **Improve skills for changing technology/future jobs**	Identify the components of an organization's culture	1. Conduct Mini-Lecture on Components 2. View Videotape 3. Record Components			
	Examine factors that affect an organization's culture	1. Analyze Factors at Your Worksite 2. Generate List of Factors 3. Compare Developed List to Expert's List 4. Play and Evaluate Card Game			
	Assess the organizational culture at instructor's worksite	Conduct Panel Discussion			
	Synthesize the relationship between the worksite culture and the training and education program	Conduct Panel Discussion			
	All objectives	1. Administer Preview 2. Administer Review 3. Administer Evaluation 4. Pre-service Activities	_____ X	X _____	

35

_____
Employee Signature Date

36

_____
Instructor Signature

CONTINUING EDUCATION EVALUATION FORM

USE A NO. 2 PENCIL ONLY

PROPER MARKS

PLEASE HELP US TO EVALUATE OUR CONTINUING EDUCATION PROGRAM BY MARKING EACH OF THE FOLLOWING ITEMS. USE A #2 PENCIL TO COMPLETELY DARKEN THE APPROPRIATE BLOCK OR OVAL. ERASE CLEANLY ANY MARKS YOU WISH TO CHANGE.

1. COURSE NUMBER
2. SECTION NUMBER
3. INSTRUCTOR NUMBER

4. DATE

MONTH: JAN, FEB, MAR, APR, MAY, JUN, JUL, AUG, SEP, OCT, NOV, DEC

DAY

YEAR

5. YOUR AGE:
- 15 - 20
- 21 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 60 +

6. YOUR SEX:
- MALE
- FEMALE

5 - Stongly Agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - No Opinion/Does Not Apply

	5	4	3	2	1
7. Workshop or course objectives were explained clearly.					
8. The instructor(s) demonstrated knowledge of the subject.					
9. Class sessions were well planned.					
10. The instructor(s) presented the material in a way that helped me understand it.					
11. The instructor(s) encouraged questions and comments.					
12. Classroom facilities were appropriate.					
13. I would recommend the instructor(s) to others.					
14. I would recommend the course to others.					
15. If this training was job related, please respond to the following statement: The information/skills that I learned will help me in my job performance.					

16. What part of the course was MOST helpful?

17. What part of the course was LEAST helpful?

18. What other courses would you like to take?

19. Other comments:

— THANK YOU FOR YOUR HELP! —

8544

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